

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PHILLIPSBURG SCHOOL DISTRICT	School: Barber Elementary
Chief School Administrator: GEORGE CHANDO	Address: 50 Sargent Avenue
Chief School Administrator's E-mail: chando.george@pburgsd.net	Grade Levels: 1 & 2
Title I Contact: Margie Markus	Principal: Amy Fontana
Title I Contact E-mail: markus.margie@pburgsd.net	Principal's E-mail: Fontana.amy@pburgsd.net
Title I Contact Phone Number: 908-213-2705	Principal's Phone Number: 908-213-2560

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

X I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Amy Fontana
Principal's Name (Print)

Amy Fontana
Principal's Signature

May 29, 2015
Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held _____3_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 2,914,625 , which comprised 96.63 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 3,189,211 , which will comprise 96.89 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

****Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Heather Coleman	Classroom ICR Teacher	X	X	X	
Dana Frankenfield	Special Education Teacher	X	X	X	
Keri Kullman	Literacy Teacher	X	X	X	
Amy Fontana	Administrator	X	X	X	
Susan Rautenburg	Parent	X	X	X	
Jackie Konecke	Classroom Teacher	X	X	X	
Vikki Marrese	Literacy Teacher	X	X	X	
Margie Markus	Title I Coordinator	X	X	X	
Trisha deBeer	Math Coach	X	X	X	
Ed Lynch	Health Teacher	X	X	X	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
April 9, 2015	Office	Comprehensive Needs Assessment	Yes		Yes	
May 22, 2015	Office	Schoolwide Plan Development	Yes		Yes	
May 29, 2015	Office	Program Evaluation	Yes		Yes	

****Add rows as necessary.***

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?

The Phillipsburg School District, a proud and diverse learning community with a strong sense of tradition, ensures all students are afforded a safe, nurturing, and secure environment, while providing them with opportunities to be engaged in a rigorous and enriching program of study designed to prepare them for college and career. Mastery of the New Jersey Core Curriculum and Common Core State Standards empowers our graduates to become effective, lifelong learners and contributing members of their communities, representing the ideals of the Stateliner family.

In the Phillipsburg School District, we believe that...

- ❖ Each member of the school community is entitled to a safe, caring, learning environment.
- ❖ Every person is unique, important, and deserving of respect, understanding, and appreciation.
- ❖ Education is the shared responsibility of the student, school, home, and community.
- ❖ School success occurs when self-esteem is fostered and challenging work is meaningful.
- ❖ Daily attendance and participation maximize student achievement.
- ❖ Technological resources empower all stakeholders to succeed in an ever-changing society.

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

	<ul style="list-style-type: none">❖ Quality professional development drives innovation and continuous improvement within the school system.❖ An engaging curriculum prepares students to become lifelong learners and contributing members of society.❖ Membership in extra-curricular activities and athletics contributes to students' overall well-being.❖ Multiple assessment strategies guide instruction and advance learning.
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

Yes, at Barber School, in grades 1 and 2, the following Core Literacy Program components were implemented during the 2014-2015 school year: Balanced Literacy through Making Meaning, Guided Reading, Being a Writer, Foundations, Easy Tech, and Waterford Early Learning/SuccessMaker. STAR Early Literacy and/or STAR Reading are the Universal Screening Assessments used in grades 1 and 2. The following Response to Intervention (RTI) components were implemented during the 2014-2015 school year: Scott Foresman My Sidewalks Reading Intervention, Explode the Code, Phonics for Reading, Fountas & Pinnell Leveled Literacy Intervention System, Recipe for Reading/Orton-Gillingham, and Words their Way based on individual student needs.

2. What were the strengths of the implementation process?

The programs listed above were researched and chosen by teams of teachers, and administrators. Professional development was provided to implement these programs. On-going and sustained professional development was provided for implementation of the STAR assessments. One Title I teacher received 30 hours of comprehensive Orton-Gillingham training. Data is analyzed during quarterly collaboration meetings for literacy and math, as well as during monthly grade-level PLC meetings. This ongoing review of data is used to identify students in need of intervention. Time for RTI is built into the school's daily schedule.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

3. What implementation challenges and barriers did the school encounter?

The challenges to implementation were the limited staff resources to adequately meet each student's needs, the number of high-risk students within each grade-level classroom, and time limitations.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

Strength: Student needs were identified and addressed more efficiently with appropriate use of screening, interventions, and progress monitoring. Interventions were provided either within the classroom or through Title I support based on individual student literacy data. Those students who were identified as most at risk in math were given Tier 3 intervention, twice per week, by the math coach. Flexible groupings at all grade levels and subject areas were based on student data and analyzed at quarterly collaboration meetings.

Weakness: The ratio of high risk students to staff, as well as limited resources, makes it difficult to meet students' needs. With the increased use of technology, the availability of computers and large group computer space is an area of need as these are often located in shared spaces. Although we implemented three laptop carts this school year, the lack of availability to print, problems with volume control and the lack of head phones have presented challenges. Lack of parental support and involvement in the school is also a weakness.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

The programs listed above were researched and chosen by teams of teachers, and administrators. Ongoing and sustained Professional Development was provided during the implementation year. Quarterly collaboration, team data meetings with the principal, and monthly grade-level PLCs provided time to analyze data and identify individual student strengths and weaknesses in order to implement core components and RTI as needed for literacy and mathematics.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

Staff completed a survey using Google forms. Results of the survey indicated that the addition of a temporary Title I teacher resulted in smaller group instruction and the individual student needs were addressed. Other strengths included additional computer programs offered to the students. Math intervention is offered twice a week to those students who have been identified through below grade level enVision test scores. Additional programs are needed in Tier three to address student needs. Ongoing training is needed in the STAR program to analyze data. There seems to be an increase in social/emotional needs in both grade levels.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

Parents completed the Title I Parent Involvement Survey either on-line or a hard copy. The 4% who responded indicated that they are satisfied with: the communication between home and school, the information they receive on programs and activities, and with the content the students are learning in school.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

In all classrooms, instruction is determined by the lesson goals/objectives and the instructional needs of the students. Delivery of the Common Core State Standards for Literacy is via large group lessons, small group guided lessons, or individually. Title I support in each classroom is delivered either individually or in small groups. RTI programs are delivered individually or in small groups during dedicated AM and PM RTI sessions.

Delivery of the Core Components of Mathematics are in in a large group lesson, small group guided lesson, or individually. Interventions are delivered in a pre-teaching or re-teaching lesson. These interventions are conducted in small groups or individually in the classroom. The Math Coach provides small group RTI lessons (Focus Math) as a pull out program to the most at-risk students in mathematics twice per week.

9. How did the school structure the interventions?

Depending upon the needs of the students and the programs, interventions are implemented both in the classroom and in small group or individual instruction out of the classroom.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

10. How frequently did students receive instructional interventions?

Students received instructional interventions in literacy and mathematics as determined by analysis of data and the RTI model on a weekly and/or daily basis.

11. What technologies did the school use to support the program?

The technologies used to support the program include the following: STAR Early Literacy/STAR Reading Assessments, Epson/Promethean Interactive White Boards, portable lap top carts, classroom computers, iPads, Active Expressions, and computer lab.

12. Did the technology contribute to the success of the program and, if so, how?

Yes, the implementation of STAR Early Literacy/STAR Reading as our universal screening allowed for more timely and efficient screening and progress monitoring of students in literacy. The result was increased time for Title I teachers to provide support and intervention to at risk students. The technologies gave the teachers the ability to fully implement programs and the Common Core State Standards in both literacy and mathematics. Use of technology also enhances the core instructional programs by making lessons interactive and increasing student engagement.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 -2014	2014 -2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1	F&P LLI Assessment Barber = 74	STAR Assessments Barber = 57	Explode the Code Fountas & Pinnell LLI System Scott Foresman My Sidewalks Phonics for Reading Recipe for Reading/Orton-Gillingham Words their Way	<p><u>2013-2014</u>: After interventions 22 of the students were proficient by the end of the school year. Out of the 74 students, 22 achieved benchmark; the other 52 students made gains.</p> <p><u>2014-2015</u>: At the Spring benchmark, 42 students were below benchmark, compared to 57 in the Fall.</p> <p>Individual intervention results varied due to special behavioral or academic needs in addition to students with Individual Educational Programs.</p>
Grade 2	F&P LLI Assessment Barber = 50	STAR Assessments Barber = 78	Explode the Code Fountas & Pinnell LLI System Scott Foresman My Sidewalks Phonics for Reading Recipe for Reading/Orton-Gillingham Words their Way	<p><u>2013-2014</u>: After interventions 21 of the students were proficient by the end of the school year. Of our 74 students, 22 achieved benchmark; the benchmark; the other 52 students made gains.</p> <p><u>2014-2015</u>: At the spring benchmark, 53 students were below benchmark, compared to 78 in the Fall.</p> <p>Individual intervention results varied due to special behavioral or academic needs in addition to students with Individual Educational Programs.</p>

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Grade 9				
Grade 10				

Mathematics	2013 -2014	2014 -2015	Interventions Provided	Describe why the interventions provided <u>did or did not</u> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1	EnVision Math EOY Assessment Barber = 6	EnVision Math EOY Assessment Barber = 8	enVision Math Interventions VMath Live Sumdog Focus Math	<p><u>2013-2014:</u> After interventions 40% of the students were proficient by the end of the school year. Mastery is assessed through Topic Tests, teacher observations, and the data provided by the enVision Math program.</p> <p><u>2014-2015:</u> After interventions 25% of the students were proficient by the end of the school year and 25% were partially proficient. Mastery is assessed through Topic Tests, teacher observations, and the data provided by the enVision Math program.</p>
Grade 2	EnVision Math EOY Assessment Barber = 8	EnVision Math EOY Assessment Barber = 8	enVision Math Interventions VMath Live Sumdog Focus Math	<p><u>2013-2014:</u> After interventions 50% of the students were proficient by the end of the school year. Mastery is assessed through Topic Tests, teacher observations, and the data provided by the enVision Math program.</p> <p><u>2014-2015:</u> After interventions 38 % of the students were proficient by the end of the school year and 38 % were partially proficient. Mastery is assessed through Topic Tests, teacher observations, and the</p>

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

				data provided by the enVision Math program.
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Fountas and Pinnell Leveled Literacy Intervention System Grade 1: 4 Grade 2: 9	Yes	STAR Assessments	25 % of 1st grade students and 44% who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
	Students with Disabilities	Explode the Code Grade 1: 5 Grade 2: 5	Yes	STAR Assessments	10 % of 1st grade students and 40 % who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
	Students with Disabilities	Phonics for Reading Grade 1: 0 Grade 2: 2	Yes	STAR Assessments	100% who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
	Students with Disabilities	Words Their Way Grade 1: 0 Grade 2: 0	Yes	STAR Assessments	This intervention was not utilized
	Students with Disabilities	Scott Foresman My Sidewalks Grade 1: 4 Grade 2: 0	Yes	STAR Assessments	25 % of 1st grade students who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
	Students with Disabilities	Recipe for Reading Grade 1: 2 Grade 2: 2	Yes	STAR Assessments	50 % of 1st grade students and 50 % who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
Math	Students with Disabilities	Focus Math	Yes	Benchmark Scores, BOY/EOY Test	Was not utilized this year for this group.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Homeless	Fountas and Pinnell Leveled Literacy Intervention System Grade 1: 1 Grade 2: 0	Yes - Data set is too small to accurately determine Effective- ness	STAR Assessments	0 % of 1st grade students who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
		Explode the Code Grade 1: 2 Grade 2: 0	Yes - Data set is too small to accurately determine Effective- ness	STAR Assessments	50% of students who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
		Phonics for Reading Grade 1: 0 Grade 2: 0	Yes - Data set is too small to accurately determine Effective- ness	STAR Assessments	This intervention was not used for first grade students.
		Words Their Way Grade 1: 0 Grade 2: 0	Yes - Data set is too small to accurately determine Effective- ness	STAR Assessments	This intervention was not used with the students.
		Scott Foresman My Sidewalks Grade 1: 0 Grade 2: 0	Yes - Data set is too small to accurately determine Effective- ness	STAR Assessments	This intervention was not used with the students.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
			ness		
Math	Homeless	Focus Math	Yes - Data set is too small to accurately determine Effectiveness	Benchmark Scores, BOY/EOY Test	Increase the percentage of skills mastered according to the CCSS. Grade 1: 0/1 increased 20 points or more on the End of the Year Assessment Grade 2: 0/0 increased 20 points or more on the End of the Year Assessment
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Fountas and Pinnell Leveled Literacy Intervention System Grade 1: 5 Grade 2: 4	Yes	STAR Assessments	80 % of 1st grade and 60 % of 2 nd grade students who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
ELA	ELLs	Explode the Code Grade 1: 7 Grade 2: 0	Yes	STAR Assessments	86 % of 1st grade students who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
ELA	ELLs	Phonics for Reading Grade 1: 0 Grade 2: 3	Yes	STAR Assessments	100 % of 2nd grade students who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
ELA	ELLs	Words Their Way Grade 1: 5 Grade 2: 0	Yes	STAR Assessments	80 % of 1st grade students who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
		Scott Foresman My Sidewalks	Yes	STAR Assessments	This intervention was not used with the students.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	ELLs	Focus Math	Yes	Benchmark Scores, BOY/EOY Test	Increase the percentage of skills mastered according to the CCSS. Grade 1: 3 out of 3 increased 20 points or more on the End of the Year Assessment Grade 2: 1 out of 1 increased 20 points or more on the End of the Year Assessment
ELA	Economically Disadvantaged	Fountas and Pinnell Leveled Literacy Intervention System Grade 1: 48 Grade 2: 74	Yes	STAR Assessments	52 % of 1st grade students and 45 % who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
	Economically Disadvantaged	Explode the Code Grade 1: 48 Grade 2: 5	Yes	STAR Assessments	58 % of 1st grade students and 40 % who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
	Economically Disadvantaged	Phonics for Reading Grade 1: 0 Grade 2: 36	Yes	STAR Assessments	56 % of students who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
	Economically Disadvantaged	Words Their Way Grade 1: 5 Grade 2: 0	Yes	STAR Assessments	80 % of 1st grade students who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
	Economically Disadvantaged	Scott Foresman My Sidewalks Grade 1: 23 Grade 2: 0	Yes	STAR Assessments	70 % of 1st grade students who participated in this intervention increased their reading scaled score by at least 75 points on the STAR Assessments.
Math	Economically	Focus Math	Yes	Benchmark Scores, BOY/EOY	Increase the percentage of skills mastered

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Disadvantaged			Test	<p>according to the CCSS.</p> <p><u>Grade 1</u>: 7 out of 8 students increased 20 points or more on the End of the Year Assessment</p> <p><u>Grade 2</u>: 7 out of 7 students increased 20 points or more on the End of the Year Assessment</p>
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Extended Day Barber School Lucky Learner's Club Numbers: Grade 1: 0 Grade 2: 3	Yes	STAR Assessments	0% of Grade 2 students who participated in this intervention increased their reading scaled score by at least 75 points or achieved the spring Benchmark score on the STAR Assessments
Math	Students with Disabilities	Extended Day Barber School Lucky Learner's Club Numbers: Grade 1: 0 Grade 2: 4	Yes	Benchmark Scores, BOY/EOY Test	Increase the percentage of skills mastered according to the CCSS. Grade 1: N/A Students Grade 2: 4 Students achieved the EOY Benchmark Score.
ELA	Homeless	Extended Day Barber School Lucky Learner's Club Numbers: Grade 1: 0 Grade 2: 0	N/A	STAR Assessments	N/A
Math	Homeless	Extended Day Barber School Lucky Learner's Club Numbers: Grade 1: 0 Grade 2: 0	N/A	Benchmark Scores, BOY/EOY Test	N/A
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Extended Day Barber School Lucky	Yes - Data set is too	STAR Assessments	100% of the Grade 1 students and 0% of the Grade 2 students who participated in this

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Learner's Club Numbers: Grade 1: 2 Grade 2: 1	small to accurately determine Effective- ness		intervention increased their reading scaled score by at least 75 points or achieved the spring Benchmark score on the STAR Assessments
Math	ELLs	Extended Day Barber School Lucky Learner's Club Numbers: Grade 1: 2 Grade 2: 1	Yes - Data set is too small to accurately determine Effective- ness	Benchmark Scores, BOY/EOY Test	Increase the percentage of skills mastered according to the CCSS. Grade 1: 2 Students achieved the EOY Benchmark Score. Grade 2: 1 Students achieved the EOY Benchmark Score.
ELA	Economically Disadvantaged	Extended Day Barber School Lucky Learner's Club Numbers: Grade 1: 10 Grade 2: 12	Yes - Data set is too small to accurately determine Effective- ness	STAR Assessments	80% of the Grade 1 students and 70 % of the Grade 2 students who participated in this intervention increased their reading scaled score by at least 75 points or achieved the spring Benchmark score on the STAR Assessments
Math	Economically Disadvantaged	Extended Day Barber School Lucky Learner's Club Numbers: Grade 1: 10 Grade 2: 12	Yes - Data set is too small to accurately determine Effective- ness	Benchmark Scores, BOY/EOY Test	Increase the percentage of skills mastered according to the CCSS. Grade 1: 9 Students achieved the EOY Benchmark Score. Grade 2: 10 Students achieved the EOY Benchmark Score.
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	STAR Assessments PD	N/A	STAR progress monitoring reports	100 % of the students with disabilities received literacy interventions in 2014-2015
ELA	Students with Disabilities	Collaboration/Data Meetings	Yes	STAR progress monitoring reports	Flexible grouping and interventions groups determined Students' RTI programs began in a timely manner and students were placed based by needs continuously 100 % of the students with disabilities received RTI
All Content	Students with Disabilities	SGO Training	N/A	SGO Documents	Results of student performance per SGO 100% of teachers were either effective or highly effective
ELA	Homeless	STAR Assessments PD	Yes - Data set is too small to accurately determine Effectiveness	STAR progress monitoring reports	100 % of the homeless students received literacy interventions in 2014-2015
ELA	Homeless	Collaboration/Data Meetings	Yes - Data set is too small to accurately determine Effectiveness	STAR progress monitoring reports	Flexible grouping and interventions groups determined Students' RTI programs began in a timely manner and students were placed based by needs continuously 100 % of the homeless students received literacy interventions in 2014-2015

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
All Content	Homeless	SGO Training	Yes - Data set is too small to accurately determine Effective- ness	SGO Documents	Results of student performance per SGO 100% of teachers were either effective or highly effective
ELA	ELLs	STAR Assessments PD	Yes	STAR progress monitoring reports	74 % of the ELL students received literacy interventions in 2014-2015
ELA	ELLs	Collaboration/Data Meetings	Yes	STAR progress monitoring reports	Flexible grouping and interventions groups determined Students' RTI programs began in a timely manner and students were placed based by needs continuously 74 % of the ELL students received literacy interventions in 2014-2015
All Content	ELLs	SGO Training	Yes	SGO Documents	Results of student performance per SGO 100% of teachers were either effective or highly effective
ELA	Economically Disadvantaged	STAR Assessments PD	Yes	STAR progress monitoring reports	97% of the Economically Disadvantaged students received literacy interventions in 2014-2015
ELA	Economically Disadvantaged	Collaboration/Data Meetings	Yes	STAR progress monitoring reports	Flexible grouping and interventions groups determined Students' RTI programs began in a timely manner and students were placed based by needs continuously 97% of the Economically Disadvantaged students received literacy interventions in

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					2014-2015
All Content	Economically Disadvantaged	SGO Training	Yes	SGO Documents	Results of student performance per SGO 100% of teachers were either effective or highly effective

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
All Subjects	Students with Disabilities	Back to School Night	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Parents/students were in attendance 19 parent signatures were obtained
	Students with Disabilities	Parent-Teacher Conferences	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	19 Parents/students were in attendance
	Students with Disabilities	Home/School Communication	Yes	Communication logs, voice shots, Barber's Best Assemblies	Communication logs: 1128 parent signatures were obtained Voice Shots: 1178 outreach phone calls Barber's Best Assemblies 17 parent signatures
	Students with Disabilities	PTO	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The	0 Parents/students were in attendance

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				Goals and Objectives of each activity are afforded to all students during the normal instructional day.	
	Students with Disabilities	Literacy Night	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Cancelled due to weather
	Students with Disabilities	Movie Night	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	3 Parents/students were in attendance
	Students with Disabilities	Tricks for Treats Breakfast	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	7 parent signatures were obtained

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Students with Disabilities	Literacy/Science Night	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	18 Parents/students were in attendance
	Students with Disabilities	Scarecrow Night	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	5 parent signatures were obtained
	Students with Disabilities	Family Picnic	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Parents will sign in on June 2, 2015
	Students with Disabilities	Stateliner Strut	Yes	Sign in sheets & reflections All students receive the learning objective as a	3 Parents/students were in attendance

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	
	Students with Disabilities	Muffins for Mom	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Activity was cancelled
	Students with Disabilities	Donuts for Dad	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Activity was cancelled
	Students with Disabilities	Read Across America	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to	Cancelled due to storm

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				all students during the normal instructional day.	
	Students with Disabilities	Grandparent's Day	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	13 Parents/students were in attendance
All Subjects	Homeless	Back to School Night	Yes - Data set is too small to accurately determine Effectiveness	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	0 Parents/students were in attendance
	Homeless	Parent-Teacher Conferences	Yes - Data set is too small to accurately determine Effectiveness	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	0 parent signatures were obtained
	Homeless	Home/School	Yes - Data	Communication logs, voice	Communication logs:

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Communication	set is too small to accurately determine Effectiveness	shots, Barber's Best Assemblies	0 parent signatures were obtained Voice Shots: 102 outreach phone calls Barber's Best Assemblies 3 parent signatures were obtained
	Homeless	PTO	Yes - Data set is too small to accurately determine Effectiveness	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	0 parent signatures were obtained
	Homeless	Literacy Night	Yes - Data set is too small to accurately determine Effectiveness	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	0 parent signatures were obtained
	Homeless	Movie Nights	Yes - Data set is too small to accurately determine Effectiveness	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to	0 parent signatures were obtained

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				all students during the normal instructional day.	
	Homeless	Tricks for Treats Breakfast	Yes - Data set is too small to accurately determine Effectiveness	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	0 parent signatures were obtained
	Homeless	Literacy/Science Night	Yes - Data set is too small to accurately determine Effectiveness	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	1 parent signatures were obtained
	Homeless	Scarecrow Night	Yes - Data set is too small to accurately determine Effectiveness	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	0 parent signatures were obtained
	Homeless	Family Picnic	Yes - Data set is too	Sign in sheets & reflections	Parents will sign in on June 2, 2015

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
			small to accurately determine Effectiveness	All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	
	Homeless	Stateliner Strut	Yes - Data set is too small to accurately determine Effectiveness	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	0 parent signatures were obtained
	Homeless	Muffins for Mom	Yes - Data set is too small to accurately determine Effectiveness	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Activity was cancelled
	Homeless	Donuts for Dad	Yes - Data set is too small to accurately determine Effectiveness	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The	Activity was cancelled

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
			ness	Goals and Objectives of each activity are afforded to all students during the normal instructional day.	
	Homeless	Read Across America	Yes - Data set is too small to accurately determine Effectiveness	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Cancelled due to storm
	Homeless	Grandparent's Day	Yes - Data set is too small to accurately determine Effectiveness	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	0 parent signatures were obtained
ELA	Migrant	Not applicable			
Math	Migrant	Not applicable			
All Subjects	ELLs	Back to School Night	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The	30 parent signatures were obtained

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				Goals and Objectives of each activity are afforded to all students during the normal instructional day.	
	ELLs	Parent-Teacher Conferences	Yes	Sign in Sheets	31 parent signatures were obtained
	ELLs	Home/School Communication	Yes	Communication logs, voice shots, Barber's Best Assemblies	Communication logs: 1128 parent signatures were obtained Voice Shots: 1178 outreach phone calls Barber's Best Assemblies 18 parent signatures were obtained
	ELLs	PTO	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	0 parent signatures were obtained
	ELLs	Literacy Night	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Cancelled
	ELLs	Movie Night	Yes	Sign in sheets & reflections	6 parent signatures were obtained

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	
	ELLs	Tricks for Treats Breakfast	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	3 parent signatures were obtained
	ELLs	Literacy/Science Night	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	14 parent signatures were obtained
	ELLs	Scarecrow Night	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The	3 parent signatures were obtained

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				Goals and Objectives of each activity are afforded to all students during the normal instructional day.	
	ELLs	Family Picnic	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Parents will sign in on June 2, 2015
	ELLs	Stateliner Strut	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	10 parent signatures were obtained
	ELLs	Muffins for Mom	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Activity was cancelled

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	ELLs	Donuts for Dad	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Activity was cancelled
	ELLs	Read Across America	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Cancelled due to storm
	ELLs	Grandparent's Day	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	33 parent signatures were obtained
All Subjects	Economically Disadvantaged	Back to School Night	Yes	Sign in sheets & reflections All students receive the learning objective as a	98 Parents/students were in attendance

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	
	Economically Disadvantaged	Parent-Teacher Conferences	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	136 parent signatures were obtained
	Economically Disadvantaged	Home/School Communication	Yes	Communication logs, voice shots, Barber's Best Assemblies	Communication logs: 4,574 parent signatures were obtained Voice Shots: 4,778 outreach phone calls Barber's Best Assemblies 62 parent signatures were obtained
	Economically Disadvantaged	PTO	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	0 parent signatures were obtained
	Economically	Literacy Night	Yes	Sign in sheets & reflections	Cancelled

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Disadvantaged			All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	
	Economically Disadvantaged	Movie Night	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	17 parent signatures were obtained
	Economically Disadvantaged	Tricks for Treats Breakfast	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	29 Parent signatures were obtained
	Economically Disadvantaged	Literacy/Science Night	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The	57 parent signatures were obtained

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				Goals and Objectives of each activity are afforded to all students during the normal instructional day.	
	Economically Disadvantaged	Scarecrow Night	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	28 parent signatures were obtained
	Economically Disadvantaged	Family Picnic	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Parents will sign in on June 2, 2015
	Economically Disadvantaged	Stateliner Strut	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	27 parent signatures were obtained

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
	Economically Disadvantaged	Muffins for Mom	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Activity was cancelled
	Economically Disadvantaged	Donuts for Dad	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Activity was cancelled
	Economically Disadvantaged	Read Across America	Yes	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Cancelled due to storm
	Economically Disadvantaged	Grandparent's Day	Yes	Sign in sheets & reflections All students receive the learning objective as a	95 parent signatures were obtained

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

X I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Amy Fontana
Principal's Name (Print)

Amy Fontana
Principal's Signature

May 29, 2015
Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	STAR Assessments	74 Students in Grade 1: 43 % met benchmark in reading 104 Students in Grade 2: 58 % met benchmark in reading
Academic Achievement - Mathematics	End of Year Assessments	92 Students in Grade 1: 85 % made benchmark on the EOY Test 110 Students in Grade 2: 95 % made benchmark on the EOY Test
Family and Community Engagement	Sign-in Sheets for activities and volunteers	We have had a great turnout at all of our activities. Barber School held various activities to expose the parents to curriculum and best practices. Some examples included: Title I Breakfast, Reading Tricks for Treats, Winter Wonderland, Literacy/Science Night, Math Night, Parent/Teacher Conferences, & Open House. We obtained 1,465 parent signatures throughout the school year.
Professional Development	Needs Assessment Danielson data District PD Plan School PD Plan Professional Development Surveys Reflection/Evaluation forms	The assessments measures provide the leaders and staff with the ability to identify the school's progress toward effective learning communities, shared leadership, adequate resources, data driven design, research-based knowledge, ongoing evaluation, quality teaching and lesson design, high expectations, collaborative efforts and family involvement. The ScIp Team reviews teacher input and develops the PD Plan for the school. Once submitted to Central Office, a district plan is created. 100% of the teaching staff attended NJ mandatory trainings in the areas of Asthma, Dyslexia, Harassment Intimidation and Bullying, Building Security,

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Law Enforcement Operations and School Safety and Security and Suicide.
Leadership	Staff and parent surveys Principal's PDP	Survey information provides leaders with insight on the skills and personal attributes that will move the organization toward positive change. Multiple measures are reviewed throughout the school year.
School Climate and Culture	Attendance Records Suspension Records Monthly Awards and Assemblies Dog Tags HIB Reports Student Surveys Staff Surveys	The 2014-2015 Suspension Rate was 6 % as there were 14 students suspended throughout the year. Student of the Month – 85 students Perfect Attendance – 646 students My Principal thinks I Rock Dog Tags – 169 students Positive office Referrals – 72 students Survey information is used to identify shared beliefs and priorities and to determine areas of strength and areas in need of change. Schedules, curriculum, organization of programs, and various practices reflect the school's culture, and helps create an “engaging” and “supportive” school for students, parents, staff, and community. Monthly Awards Assemblies and Celebrations are used to recognize and reward positive behavior.
School-Based Youth Services	Not Applicable	Not Applicable
Students with Disabilities	STAR Assessments Math End of Year Assessments	8 Students in Grade 1: 1 % met benchmark in reading 75 % met benchmark in mathematics 23 Students in Grade 2: Less than 1 % met benchmark in reading 87 % met benchmark in mathematics
Homeless	STAR Assessments Math End of Year Assessments	2 Students in Grade 1: 50 % met benchmark in reading 50 % met benchmark in mathematics 0 Students in Grade 2:

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Migrant Students	Not Applicable	Not Applicable
English Language Learners	STAR Assessments Math End of Year Assessments	19 Students in Grade 1: 39 % met benchmark in reading 89 % met benchmark in mathematics 18 Students in Grade 2: 78 % met benchmark in reading 94 % met benchmark in mathematics
Economically Disadvantaged	STAR Assessments Math End of Year Assessments	71 Students in Grade 1: 45 % met benchmark in reading 82 % met benchmark in mathematics 84 Students in Grade 2: 71 % met benchmark in reading 93 % met benchmark in mathematics

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

At the Barber Elementary School, 100% of the teachers participated in a review of literacy and mathematics data during the 2014-2015 school year.

The data used to conduct an Annual Comprehensive Needs Assessment at Barber Elementary School includes student performance in Language Arts and Mathematics. Pre and post reading ability is identified using the STAR Assessments. Literacy and math benchmark tests are given and analyzed to determine student instructional needs.

Student behavior is monitored through the Barber School Code of Conduct and SHARP Intervention Team. Student incidents are recorded and reviewed on a monthly basis. The Barber School Code of Conduct is supported by Barber's Best Awards, Dog Tags, Positive Office Referral Forms, and Green Day Celebrations. A Harassment, Intimidation and Bullying survey was conducted with students, parents and staff to monitor building climate.

A Title I Survey was completed this school year for Title I Parent Involvement. Parents are surveyed and polled each year to measure parent knowledge of instructional programs, student success rates and parent satisfaction. Attendance is monitored on a daily basis with policies and procedures in place to address absenteeism.

The school principal made daily visits to classrooms and met periodically with staff to discuss student data both individually and as teams, to look at individual needs of students, trends in the classrooms, and appropriate interventions needed for at-risk students as well as results of current interventions taking place.

2. What process did the school use to collect and compile data for student subgroups?

Scores from grades one and two were disaggregated and examined. The data from STAR Assessments, benchmark tests, and work samples are compiled by grade level and reported for the total school, general population, and for each subgroup based on ethnicity, gender, economic status English Language Learners and special education. The results are maintained with the classroom teacher,

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

literacy teacher, on a data wall in the Principal's office. Individual student files and teacher class files are utilized in planning programs and instruction. Student assessment information is stored in Genesis and is available for teacher and administrator review. Results are reported to parents via the District Report Card, and used more frequently, to analyze individual student progress during Title I Collaboration Meetings and SHARP /PAC meetings. The ELL teacher, Special Education teachers, and Title I teachers also maintain records on subgroups for achievement comparisons. Math data is gathered through the use of assessments provided through the enVision Math Program. Data is then analyzed and maintained in a database.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

Our methods are research-based, grounded in the Common Core and consistent across grade levels. We are confident that this information is statistically sound as proven through the longitudinal tracking of students in confirming our methods. The school district has made statistics available through publication on our District website. Principals have access to this information and make it available for staff use. District/school databases are updated annually to assure consistency in individual student records.

4. What did the data analysis reveal regarding classroom instruction?

Student data information revealed those students that are at risk and experiencing a level of difficulty within the classroom in Reading and Mathematics. Instruction should continue to be based on a variety of multi modal instructional practices. A review of the student data also indicates those students who need instructional interventions. Teachers identified at risk students and referred them to the Student Help and Referral Program. This team meets two times each month and is comprised of: teachers, a social worker, a school nurse, a guidance counselor, child study team members, and the building principal. This team identifies student strengths and weaknesses and offers strategies and interventions to be used in the classroom. This information is maintained on the district database system and the students are reviewed throughout the year.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Professional development was driven by district initiatives, student need and changes in the Common Core. Teachers along with administrators, the Directors of Elementary Curriculum and the Literacy and Math Coaches, determine student needs, analyzed common assessments and examined student work. Teachers are able to collaborate on in service days or with substitute coverage

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

when held on student days. Professional Learning Communities during the 2014-2015 school year focused on data analysis and making decisions on appropriate interventions needed for individual students. Ongoing professional development includes state mandated trainings. We will continue to focus our professional development on interventions and programs that best meet the needs of our students.

6. How does the school identify educationally at-risk students in a timely manner?

Results of student progress are on-going throughout the school year. This is accomplished through the utilization of the STAR Assessments, enVision Benchmark assessments, and monthly data review. In addition to these measures, student data is compared to the results on pre and post assessments. Students who failed to meet benchmark proficiency levels are targeted in literacy and math and provided with focused instruction. Teachers identify at risk students to our Response to Intervention / Student Help and Referral Program Team. Our team meets two times each month or more often if needed. It includes teachers, social worker, school nurse, guidance counselor, child study team members, and the building principal. This team identifies student strengths and weaknesses and offers strategies and interventions to be used in the classroom.

7. How does the school provide effective interventions to educationally at-risk students?

Analysis of student progress is on-going throughout the school year to determine the appropriate interventions and the flexible grouping to best meet the needs of the students.

8. How does the school address the needs of migrant students?

Migrant needs are not currently present in our district.

9. How does the school address the needs of homeless students?

Results of student progress are on-going throughout the school year. This is accomplished through the utilization of the STAR Assessments, enVision Benchmark assessments, and monthly data review. In addition to these measures, student data is compared to the results on pre and post assessments. Students who failed to meet benchmark proficiency levels are targeted in literacy and math and provided with focused instruction. Teachers identify at risk students to our Response to Intervention / Student Help and Referral Program Team. Our team meets two times each month or more often if needed. It includes teachers, social worker, school nurse,

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

guidance counselor, child study team members, and the building principal. This team identifies student strengths and weaknesses and offers strategies and interventions to be used in the classroom.

- 10.** How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Participation structures are ongoing at the Barber School through teacher surveys, teacher in-service meetings, ongoing teacher collaboration, Professional Improvement opportunities, and common planning times. Teachers review Waterford and Success Maker Data, STAR Assessment data, and enVision Math Benchmark data in order to improve instruction in literacy and math. Curriculum development opportunities include on-going curricula alignment to the Common Core. Classroom management initiatives include implementation of concepts and strategies into classrooms, with subsequent data analysis on student incentive programs. Teachers who were members of the district RTI committee investigated and selected interventions and universal screenings to be used to determine students who are at risk. New teachers are paired with mentors to address student needs. Many teachers are included in curriculum committees at the district level in both planning and evaluating student work.

- 11.** How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

N/A

- 12.** How did the school select the priority problems and root causes for the 2015-2016 school wide plan?

The data used to conduct an Annual Comprehensive Needs Assessment at the Barber Elementary School includes student performance in Language Arts and Math. Pre and post reading ability from the STAR Assessments and enVision Math Benchmark data yielded the needs. Survey information collected from students, parents and staff is also utilized to analyze data regarding the climate of the school and HIB initiatives.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Language Arts	Mathematics
Describe the priority problem using at least two data sources	STAR Assessments and Benchmark Testing reveal that 59 % of 1 st graders and 71 % of second graders started the 2014-2015 school year below benchmark.	Envision Math Topic Tests, Benchmark Assessments and Beginning of the Year and End of the Year Benchmark Assessments indicated that 100 % of 1 st graders and 91 % of second graders started the 2014-2015 school year below benchmark.
Describe the root causes of the problem	Students are beginning school with major gaps in their education, due to lack of parent stability and value of education from the home, which causes teachers to have to intervene with programs that are well below grade level.	With the change in the standards, students lack the pre-requisite skills and life experience creating gaps in their understanding of the grade level standards. This requires teachers to fill the gaps with interventions and pre-teaching prior to exposing students to grade level skills.
Subgroups or populations addressed	All Students, Students with Disabilities, Economically Disadvantaged, ELL	All Students, Students with Disabilities, Economically Disadvantaged, ELL
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	Fountas and Pinnell Leveled Literacy Intervention, Waterford, My Sidewalks, Phonics for Reading, Explode the Code	enVision Math Interventions VMath Live Sumdog Focus Math
How does the intervention align with the Common Core State Standards?	All programs are research based, and align with the Common Core State Standards	All programs are research based, and align with the Common Core State Standards.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Family & Community Engagement	
Describe the priority problem using at least two data sources	Review of PTO sign in sheets show that less than 1% of parents attended the 2014-2015 Parent/Teacher Organization monthly meetings, and Sign in Sheets from the Beginning of the Year Title I Breakfast indicate that 10 % of families attended	
Describe the root causes of the problem	Students are beginning school with major gaps in their education. We find it difficult to have a strong relationship with parents of students who are significantly below grade level.	
Subgroups or populations addressed	All Students, Students with Disabilities, Economically Disadvantaged, ELL	
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems	The six categories, based on the National PTA's National Standards for Family-School Partnerships and Joyce L. Epstein's Framework of Six Types of (Parent) Involvement.	
How does the intervention align with the Common Core State Standards?	BEST PRACTICES BY CATEGORY 1. Create a welcoming school climate. 2. Provide families information related to child development and creating supportive learning environments. 3. Establish effective school-to-home and home-to-school communication 4. Strengthen families' knowledge and skills to support and extend their children's learning at home and in the	

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

	<p>community.</p> <p>5. Engage families in school planning, leadership and meaningful volunteer opportunities.</p> <p>Connect students and families to community resources that strengthen and support students' learning and well-being.</p>	
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SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Fountas and Pinnell Leveled Literacy Intervention	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and Common Core Benchmark Assessments	Texts are matched to children's reading ability so that the children read every day at their instructional level with teacher support as well as at their independent level with little or no support. The lessons provide systematic instruction in phonics and phonemic awareness. LLI lessons provide daily opportunities to increase fluency through oral rereading of texts and explicit instruction on comprehension skills. LLI lessons are designed to expand vocabulary and develop oral language as well as developing a core of high frequency words. Students also receive opportunity for writing in order to practice skills taught.
ELA	Students with Disabilities	Explode the Code	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher,	Improved STAR Assessments and Explode the Code Pre/Posttests	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Building Administrator, Director of ELA, Title I Coordinator		
ELA	Students with Disabilities	Phonics for Reading	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	Improved STAR Assessments and Phonics for Reading Pre/Post tests	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION
ELA	Students with Disabilities	Scott Foresman My Sidewalks	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of ELA, Title I	Improved STAR Assessments and Sidewalks Pre/Post tests	Teaching Elementary School Students to Be Effective Writers June 2012 NCEE 2012-4058 U.S. DEPARTMENT OF EDUCATION

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Coordinator		
Mathematics	Students with Disabilities	Focus Math	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	Focus Math Placement Test results and an improvement on the end of year Mathematics benchmark assessment in grades 1 and 2.	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009 NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION
ELA	Homeless	Fountas and Pinnell Leveled Literacy Intervention	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and Common Core Benchmark Assessments	Texts are matched to children's reading ability so that the children read every day at their instructional level with teacher support as well as at their independent level with little or no support. The lessons provide systematic instruction in phonics and phonemic awareness. LLI lessons provide daily opportunities to increase fluency through oral rereading of texts and explicit instruction on comprehension skills. LLI lessons are designed to expand vocabulary and develop oral language as well as developing

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					a core of high frequency words. Students also receive opportunity for writing in order to practice skills taught.
ELA	Homeless	Explode the Code	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and Explode the Code Pre/Posttests	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION
ELA	Homeless	Phonics for Reading	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	Improved STAR Assessments and Phonics for Reading Pre/Post tests	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Homeless	Scott Foresman My Sidewalks	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and Sidewalks Pre/Post tests	Teaching Elementary School Students to Be Effective Writers June 2012 NCEE 2012-4058 U.S. DEPARTMENT OF EDUCATION
Mathematics	Homeless	Focus Math	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	Focus Math Placement Test results and an improvement on the end of year Mathematics benchmark assessment in grades 1 and 2.	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009 NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION
ELA	Migrant	Not applicable			
Math	Migrant	Not applicable			

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELL	Fountas and Pinnell Leveled Literacy Intervention	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and Common Core Benchmark Assessments	<p>Texts are matched to children's reading ability so that the children read every day at their instructional level with teacher support as well as at their independent level with little or no support. The lessons provide systematic instruction in phonics and phonemic awareness. LLI lessons provide daily opportunities to increase fluency through oral rereading of texts and explicit instruction on comprehension skills. LLI lessons are designed to expand vocabulary and develop oral language as well as developing a core of high frequency words. Students also receive opportunity for writing in order to practice skills taught.</p>
ELA	ELL	Explode the Code	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of ELA, Title I	Improved STAR Assessments and Explode the Code Pre/Posttests	<p>Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009</p> <p>NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION</p>

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Coordinator		
ELA	ELL	Phonics for Reading	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	Improved STAR Assessments and Phonics for Reading Pre/Post tests	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION
ELA	ELL	Scott Foresman My Sidewalks	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and Sidewalks Pre/Post tests	Teaching Elementary School Students to Be Effective Writers June 2012 NCEE 2012-4058 U.S. DEPARTMENT OF EDUCATION
Mathematics	ELL	Focus Math	Classroom Teachers, Title I Teachers,	Focus Math Placement Test results and an improvement on the end of year Mathematics	Assisting Students Struggling with Mathematics: Response to

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Special Education Teachers, ESL Teacher, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	benchmark assessment in grades 1 and 2.	Intervention (RTI) for Elementary and Middle Schools April 2009 NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION
ELA	Economically Disadvantaged	Fountas and Pinnell Leveled Literacy Intervention	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and Common Core Benchmark Assessments	Texts are matched to children's reading ability so that the children read every day at their instructional level with teacher support as well as at their independent level with little or no support. The lessons provide systematic instruction in phonics and phonemic awareness. LLI lessons provide daily opportunities to increase fluency through oral rereading of texts and explicit instruction on comprehension skills. LLI lessons are designed to expand vocabulary and develop oral language as well as developing a core of high frequency words. Students also receive opportunity for writing in order to practice skills taught.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Explode the Code	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of ELA, Title I Coordinator	Improved STAR Assessments and Explode the Code Pre/Posttests	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION
ELA	Economically Disadvantaged	Phonics for Reading	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	Improved STAR Assessments and Phonics for Reading Pre/Post tests	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION
ELA	Economically Disadvantaged	Scott Foresman My Sidewalks	Classroom Teachers, Title I Teachers, Special	Improved STAR Assessments and Sidewalks Pre/Post tests	Teaching Elementary School Students to Be Effective Writers June 2012

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Education Teachers, ESL Teacher, Building Administrator, Director of ELA, Title I Coordinator		NCEE 2012-4058 U.S. DEPARTMENT OF EDUCATION
Mathematics	Economically Disadvantaged	Focus Math	Classroom Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Building Administrator, Director of Mathematics, Math Coach, Title I Coordinator	Focus Math Placement Test results and an improvement on the end of year Mathematics benchmark assessment in grades 1 and 2.	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009 NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Extended School Day Program Barber's Lucky Learner's Club	Classroom Teachers, Extended Day Teachers, Building Administrator, Title I Coordinator	STAR Assessments	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION
Math	Students with Disabilities	Extended School Day Program Barber's Lucky Learner's Club	Classroom Teachers, Extended Day Teachers, Building Administrator, Title I Coordinator	Benchmark Scores, BOY/EOY Test	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools
ELA	Homeless	Extended School Day Program Barber's Lucky Learner's Club	Classroom Teachers, Extended Day Teachers, Building Administrator, Title I Coordinator	STAR Assessments	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION
Math	Homeless	Extended School Day Program Barber's Lucky Learner's Club	Classroom Teachers, Extended Day Teachers, Building	Benchmark Scores, BOY/EOY Test	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
			Administrator, Title I Coordinator		
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Extended School Day Program Barber's Lucky Learner's Club	Classroom Teachers, Extended Day Teachers, Building Administrator, Title I Coordinator	STAR Assessments	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION
Math	ELLs	Extended School Day Program Barber's Lucky Learner's Club	Classroom Teachers, Extended Day Teachers, Building Administrator, Title I Coordinator	Benchmark Scores, BOY/EOY Test	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools
ELA	Economically Disadvantaged	Extended School Day Program Barber's Lucky Learner's Club	Classroom Teachers, Extended Day Teachers, Building Administrator, Title I Coordinator	STAR Assessments	Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades. February 2009 NCEE 2009-4045 U.S. DEPARTMENT OF EDUCATION
Math	Economically Disadvantaged	Extended School Day Program Barber's	Classroom Teachers,	Benchmark Scores, BOY/EOY Test	Assisting Students Struggling with Mathematics: Response to

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Lucky Learner's Club	Extended Day Teachers, Building Administrator, Title I Coordinator		Intervention (RTI) for Elementary and Middle Schools

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA/Math	Students with Disabilities	PLC Meetings	Grade level teachers, Principal, Literacy teachers	Benchmark Assessments	Research shows that collaboration between teachers can be a powerful tool for professional development and a driver for school improvement by providing “opportunities for adults across a school system to learn and think together about how to improve their practice in ways that lead to improved student achievement” (Annenberg Institute for School Reform, 2004, p. 2).
ELA/Math	Students with Disabilities	Data Meetings	Classroom teacher, Principal, Literacy teacher, special education teacher	Benchmark Assessments	Research shows that collaboration between teachers can be a powerful tool for professional development and a driver for school improvement by providing “opportunities for adults across a school system to learn and think together about how to improve their practice in ways that lead to improved student achievement”

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					(Annenberg Institute for School Reform, 2004, p. 2).
Math	Students with Disabilities	Envision 2.0	Classroom Teachers, Building Administrator, Title I Coordinator, Director of Math.	Benchmark Scores, BOY/EOY Test / Sign In Sheets	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009
ELA/Math	Homeless	PLC Meetings	Grade level teachers, Principal, Literacy teachers	Benchmark Assessments	Research shows that collaboration between teachers can be a powerful tool for professional development and a driver for school improvement by providing “opportunities for adults across a school system to learn and think together about how to improve their practice in ways that lead to improved student achievement” (Annenberg Institute for School Reform, 2004, p. 2).
ELA/Math	Homeless	Data Meetings	Classroom teacher, Principal, Literacy	Benchmark Assessments	Research shows that collaboration between teachers can be a powerful tool for

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			teacher, special education teacher		professional development and a driver for school improvement by providing “opportunities for adults across a school system to learn and think together about how to improve their practice in ways that lead to improved student achievement” (Annenberg Institute for School Reform, 2004, p. 2).
Math	Homeless	Envision 2.0	Classroom Teachers, Building Administrator, Title I Coordinator, Director of Math.	Benchmark Scores, BOY/EOY Test / Sign In Sheets	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009
ELA	Migrant	Not applicable			
Math	Migrant	Not applicable			
ELA/Math	ELLs	PLC Meetings	Grade level teachers, Principal, Literacy teachers	Benchmark Assessments	Research shows that collaboration between teachers can be a powerful tool for professional development and a driver for school improvement

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					by providing “opportunities for adults across a school system to learn and think together about how to improve their practice in ways that lead to improved student achievement” (Annenberg Institute for School Reform, 2004, p. 2).
ELA/Math	ELLs	Data Meetings	Classroom teacher, Principal, Literacy teacher, special education teacher	Benchmark Assessments	Research shows that collaboration between teachers can be a powerful tool for professional development and a driver for school improvement by providing “opportunities for adults across a school system to learn and think together about how to improve their practice in ways that lead to improved student achievement” (Annenberg Institute for School Reform, 2004, p. 2).
Math	ELLs	Envision 2.0	Classroom Teachers, Building Administrator, Title I Coordinator, Director of	Benchmark Scores, BOY/EOY Test / Sign In Sheets	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Math.		
ELA/Math	Economically Disadvantaged	PLC Meetings	Grade level teachers, Principal, Literacy teachers	Benchmark Assessments	Research shows that collaboration between teachers can be a powerful tool for professional development and a driver for school improvement by providing “opportunities for adults across a school system to learn and think together about how to improve their practice in ways that lead to improved student achievement” (Annenberg Institute for School Reform, 2004, p. 2).
ELA/Math	Economically Disadvantaged	Data Meetings	Classroom teacher, Principal, Literacy teacher, special education teacher	Benchmark Assessments	Research shows that collaboration between teachers can be a powerful tool for professional development and a driver for school improvement by providing “opportunities for adults across a school system to learn and think together about how to improve their practice in ways that lead to improved student achievement”

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					(Annenberg Institute for School Reform, 2004, p. 2).
Math	Economically Disadvantaged	Envision 2.0	Classroom Teachers, Building Administrator, Title I Coordinator, Director of Math.	Benchmark Scores, BOY/EOY Test / Sign In Sheets	Assisting Students Struggling with Mathematics: Response to Intervention (RTI) for Elementary and Middle Schools April 2009

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). *A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?
2. What barriers or challenges does the school anticipate during the implementation process?
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
6. How will the school structure interventions?
7. How frequently will students receive instructional interventions?
8. What resources/technologies will the school use to support the schoolwide program?
9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Literacy/Math Breakfast	Title I Teachers, Title I Coordinator, Director of ELA, Building Administrator	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on parent involvement finds that, regardless of family income or background, "students with involved parents are more likely to: - Earn higher grades and test scores, and enroll in higher-level programs; - Be promoted, pass their classes , and earn credits; - Attend school regularly; - Have better social skills, show improved behavior, and adapt well to school; - Graduate and go on to postsecondary education" (Henderson & Mapp, 2002).
ELA	Students with Disabilities	Literacy/Science Nights	Teachers, Math Coach, Director of Mathematics, Title I Coordinator, Building	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Administrator	attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	outcomes.
Math	Students with Disabilities	Family Math Night	Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Parents, and Building Administrator	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.
ELA	Homeless	Literacy/Math Breakfast	Title I Teachers, Title I Coordinator, Director of ELA, Building Administrator	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on parent involvement finds that, regardless of family income or background, "students with involved parents are more likely to: - Earn higher grades and test scores, and enroll in higher-level programs; - Be promoted, pass their classes , and earn credits; - Attend school regularly; - Have better social skills, show improved behavior,

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					and adapt well to school; - Graduate and go on to postsecondary education" (Henderson & Mapp, 2002).
ELA	Homeless	Literacy/Science Nights	Teachers, Math Coach, Director of Mathematics, Title I Coordinator, Building Administrator	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.
Math	Homeless	Family Math Night	Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Parents, and Building Administrator	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLs	Literacy/Math Breakfast	Title I Teachers, Title I Coordinator, Director of ELA, Building Administrator	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on parent involvement finds that, regardless of family income or background, "students with involved parents are more likely to: - Earn higher grades and test scores, and enroll in higher-level programs; - Be promoted, pass their classes , and earn credits; - Attend school regularly; - Have better social skills, show improved behavior, and adapt well to school; - Graduate and go on to postsecondary education" (Henderson & Mapp, 2002).
ELA	ELLs	Literacy/Science Nights	Teachers, Math Coach, Director of Mathematics, Title I Coordinator, Building Administrator	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.
Math	ELLs	Family Math Night	Teachers, Title I Teachers,	Sign in sheets &	Research on the effects of

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Special Education Teachers, ESL Teacher, Parents, and Building Administrator	reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.
ELA	Economically Disadvantaged	Literacy/Math Breakfast	Title I Teachers, Title I Coordinator, Director of ELA, Building Administrator	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on parent involvement finds that, regardless of family income or background, "students with involved parents are more likely to: <ul style="list-style-type: none"> - Earn higher grades and test scores, and enroll in higher-level programs; - Be promoted, pass their classes, and earn credits; - Attend school regularly; - Have better social skills, show improved behavior, and adapt well to school; - Graduate and go on to postsecondary education" (Henderson & Mapp, 2002).
ELA	Economically Disadvantaged	Literacy/Science Nights	Teachers, Math Coach, Director of	Sign in sheets & reflections All students receive the	Research on the effects of parental involvement has shown a consistent, positive

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Mathematics, Title I Coordinator, Building Administrator	learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	relationship between parents' engagement in their children's education and student outcomes.
Math	Economically Disadvantaged	Family Math Night	Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Parents, and Building Administrator	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.
All Areas	All Students	Parent / Teacher Conferences	Teachers, Title I Teachers, Special Education Teachers, ESL Teacher, Parents, and Building Administrator	Sign in sheets & reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.
All Areas	All Students	Barber School Parent /	Teachers,	Sign in sheets &	Research on the effects of

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Teacher Connection, Inc.	Title I Teachers, Special Education Teachers, ESL Teacher, Parents, and Building Administrator	reflections All students receive the learning objective as a classroom activity regardless of parent attendance. The Goals and Objectives of each activity are afforded to all students during the normal instructional day.	parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

Parents and the school will work toward a common goal and shared responsibilities in order for each child to do well in school. Increased parental involvement means increased student achievement especially in the priority problem areas of Reading and Mathematics.

2. How will the school engage parents in the development of the written parent involvement policy?

Parent volunteers were solicited through a school-wide mailing. Representation on the Parent Involvement Committee ensures that parents have a voice in decision making and that all information is shared with the stakeholders.

3. How will the school distribute its written parent involvement policy?

The Barber Parent Involvement Policy is distributed in the Parent – Student Handbook; at Greet the Teacher events in August; at the Title I breakfast in September and it is located on the Barber Website at <http://www.pburgsd.net/barber>.

4. How will the school engage parents in the development of the school-parent compact?

Parent volunteers were solicited through a school-wide mailing. Representation on the Parent Involvement Committee ensures that parents have a voice in decision making and that all information is shared with the stakeholders.

5. How will the school ensure that parents receive and review the school-parent compact?

A take-home folder is issued to each student at the beginning of the school year, paperwork is enclosed, the folder is used to communicate back and forth between home and school throughout the school, and the folder is collected at the end of the year. Parents are required to sign and return the form. Teachers keep record to ensure all forms are returned.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

6. How will the school report its student achievement data to families and the community?

Open House, Parent/Teacher Conferences, School Website, New Jersey Report Card, District Newsletters, Title I Breakfast, Literacy / Science Night, Quarterly Progress Reports, District Assessment results, and Parent Communications as needed.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

Parents are notified through a district mailing.

8. How will the school inform families and the community of the school's disaggregated assessment results?

Open House, Parent/Teacher Conferences, School Website, New Jersey Report Card, District Newsletters, Quarterly Progress Reports, End of Year Benchmark Assessment results, District Assessment results and Title 1 Breakfast

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

Parent Surveys were administered and feedback was used to develop the plan. An active member of the PTO serves on the Barber Elementary School NCLB Committee.

10. How will the school inform families about the academic achievement of their child/children?

Parents/Guardians will be notified of their child's achievement through Parent/Teacher Conferences, New Jersey Report Card, Quarterly Progress Reports, and Title 1 Breakfast.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

Parent Involvement funds will be used to conduct the Title I Breakfast, Parent Workshops, Family literacy nights and classroom activities.

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	26	Competitive salaries and benefits; Continuous Professional Development activities; Paid continuing education credits; Include teachers in PD activities regarding assessments in an effort to improve academic achievement for individual students and the overall instructional program for the entire school.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)		Paraprofessionals must have required 48 college credits; Competitive salaries and benefits; Continuous Professional Development activities. Include paraprofessionals in PD activities regarding assessments in an effort to improve academic achievement for individual students and the overall instructional program for the entire school.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*		

SCHOOLWIDE: HIGHLY QUALIFIED STAFF ESEA §(b)(1)(E)

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
<i>Competitive salaries and benefits; Continuous Professional Development activities; Paid continuing education credits; Include teachers in PD activities regarding assessments in an effort to improve academic achievement for individual students and the overall instructional program for the entire school.</i>	<i>Building Administrator; District Administrators, Board of Education; Education Association; Parents and Community.</i>